

## Bullying: Calling attention to a sensitive topic – Ein brisantes Thema anhand eines Zeitungsartikels erschließen (Klasse 9/10)

Claudia Stitz und Prof. Dr. Engelbert Thaler, Augsburg

**M**obbing ist und bleibt ein brisantes Thema an Schulen, von dem etwa eines von 25 Kindern bzw. Jugendlichen betroffen ist. Die Konsequenzen können schwerwiegend sein und von Schlaf-, Ess- und Verhaltensstörungen bis zum Suizid reichen. Aufklärung und Sensibilisierung sind wirkungsvolle Präventionsmaßnahmen.

Diese Einheit bietet Ihren Schülerinnen und Schülern die Möglichkeit, sich anhand authentischer Onlineartikel an das Thema anzunähern, sich in die Rolle eines Mobbingopfers hineinzusetzen, in Form einer Talkshow darüber zu diskutieren und eine eigene kleine Kampagne gegen Mobbing zu entwickeln.



Statistisch wird einer von 25 Schülern Opfer von Mobbing.

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### Das Wichtigste auf einen Blick

#### Kompetenzen:

- Lesekompetenz durch das Lesen und Verstehen authentischer Onlineartikel trainieren
- Den Wortschatz zum Thema „Bullying“ erweitern und festigen
- Das Hör- und Sehverstehen anhand eines Kurzfilms schulen
- Das Thema „Rechtliche Konsequenzen von Mobbing“ in einem Rollenspiel diskutieren

#### Dauer:

4–9 Unterrichtsstunden

#### Niveau:

Klasse 9/10

#### Einbettung:

Die Einheit kann unabhängig vom Lehrwerk eingesetzt werden.

English G 21, B5, Unit 3 (Teen World – teens in trouble)

English G 21, B6, Unit 3 (How much do you care?)

## Bullying – What is happening in the picture?



### Talk to your partner:

- Have you heard about situations like this in the media?
- Do you know anybody who has been in a similar situation?

### Describe the picture:

- Where are the people?
- Who are they?
- What might they be thinking?



## Should bullying hold legal consequences? – A role play

M 6

Because of the wave of bullying cases in the media, bullying is also a topic of the American talk-show *Hill's Late Night Talk*.

### Tasks

1. Get together in groups of 3.
2. Read your role card.
  - Write down arguments that support your role's opinion on the show's topic: Bullying, should it hold legal consequences?
  - You can use the information from the texts you have read, the YouTube video you have watched and the ideas you have collected in class.
  - For additional information and arguments, visit the useful websites on your role card.
3. Decide on one group member who will act out your group's role in the talk-show *Hill's Late Night Talk*.



Role card 1:

**Camilla Moss**



You are a worried mother of a 12-year-old boy who gets bullied by his classmates daily. You are **for** legal consequences of bullying.

#### More information:

- [www.stopbullying.gov/image-gallery/what-you-need-to-know-infographic.html](http://www.stopbullying.gov/image-gallery/what-you-need-to-know-infographic.html)
- [www.stopbullying.gov/what-you-can-do/parents](http://www.stopbullying.gov/what-you-can-do/parents)

Role card 2:

**Anthony Beckett**



You are a judge. You are worried that people accusing<sup>1</sup> others of bullying could turn into the newest suing<sup>2</sup> trend. You are **against** legal consequences and think schools and parents should take care of the problem.

#### More information:

- [www.stopbullying.gov/image-gallery/what-you-need-to-know-infographic.html](http://www.stopbullying.gov/image-gallery/what-you-need-to-know-infographic.html)
- [www.stopbullying.gov/laws/federal](http://www.stopbullying.gov/laws/federal)

1 **to accuse so. of sth.:** jmd. einer Sache beschuldigen – 2 **to sue:** klagen



Role card 3:

**Benjamin Reville**



You are a former victim of bullying and are **for** legal consequences.

**More information:**

- [www.stopbullying.gov/image-gallery/what-you-need-to-know-infographic.html](http://www.stopbullying.gov/image-gallery/what-you-need-to-know-infographic.html)
- [www.stopbullying.gov/at-risk/effects/index.html](http://www.stopbullying.gov/at-risk/effects/index.html)

Role card 4:

**Jack Lakeford**



You are a former bully who turned into a decent<sup>1</sup> grownup. You didn't have to face legal consequences for your actions as a teenager. You are **against** legal consequences.

**More information:**

- [www.stopbullying.gov/image-gallery/what-you-need-to-know-infographic.html](http://www.stopbullying.gov/image-gallery/what-you-need-to-know-infographic.html)
- [www.bullyingstatistics.org/content/why-do-people-bully.html](http://www.bullyingstatistics.org/content/why-do-people-bully.html)

<sup>1</sup> decent: anständig

Role card 5:

**Tiffany Swinton**



You are a former bully. You believe that your actions as a teenager were the starting point for your life as a criminal and that legal consequences could have prevented that.

**More information:**

- [www.stopbullying.gov/at-risk/effects/index.html](http://www.stopbullying.gov/at-risk/effects/index.html)
- [www.kenrigby.net/04-Future-of-children-who-bully-at-school](http://www.kenrigby.net/04-Future-of-children-who-bully-at-school)

Role card 6:

**Linda Hill**



You are the host of the American talk-show *Hill's Late Night Talk*. You have to stay **neutral**. You open the show by introducing your guests and the topic. You are responsible for stimulating<sup>1</sup> the discussion with questions and comments and close the talk-show by summarising the main points.

<sup>1</sup> to stimulate: anregen

## How can bullying be prevented? – Exploring solutions

M 7

How could bullying be prevented at your school?

### Tasks

1. In pairs, discuss how bullying can be prevented.
2. Make a list of your results.
3. Share and compare your results with another pair.



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## Let's get active! An anti-bullying campaign

M 8

You have already found out that the effects of bullying can be severe<sup>1</sup>. Get active so that you can inform other pupils about bullying and maybe even prevent it from happening at your school.

### Task

In your groups, plan your own anti-bullying campaign. Be creative. Here are some suggestions and tips.

**Anti-bullying campaign – suggestions**

Come up with your own anti-bullying slogan. Write it on banners, posters and flyers. Open an information point during the break at which you hang up the banners/posters and hand out the flyers.

Shoot your own short anti-bullying spot.

Start a survey about bullying in your school.

Write a song, poem or story about bullying.

Own ideas

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<sup>1</sup> severe: schlimm